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ABSTRACT

This document reports on a survey administered at Santa Barbara City College (California) to determine the effectiveness of its English basic skills classes. The survey was also designed to explore the intention of students taking these courses to continue in the course sequence, as well as discover the students' current and future educational goals. The survey examines five main areas: (1) students' successful completion of basic skills classes; (2) students' progress in completing English 110--the first college level English course at the community college; (3) students' success and persistence in completing the English curriculum sequence; (4) students' overall persistence/educational goal; and (5) students' successful course completion for 3 years after completing basic skills courses. A total of 1,350 (68%) out of 1,993 surveys were completed and returned. Results showed that a majority of students (more than 70%) who enrolled in basic skills courses successfully completed them. Students who were enrolled in basic skills courses also successfully completed the English college-level course within the 3-year tracking period. Results also showed that students with higher initial placement at the college were more likely to persist overall. The report includes 25 tables with data, and the appendix includes the survey instrument. (MKF)

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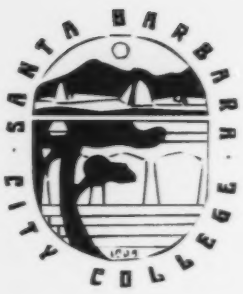

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Basic Skills Tracking Study English

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Institutional Assessment, Research and Planning
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Executive Summary

The purposes of the study were to determine the effectiveness of English basic skills classes and to explore the intention of students taking these courses to continue in the sequence as well as to determine their current educational goals.

The areas explored included:

1. Students' successful completion of basic skills classes;
2. Students' progress in enrolling and completing English 110 – the first English course at the college level;
3. Students' persistence and success in subsequent classes in the sequence;
4. Students' persistence at the college;
5. Students' movement out of basic skills courses based on an analysis of their units attempted and units completed each semester within a three-year period.

The information in the study combined data from the student information system and responses to a questionnaire administered to all English skills students in Spring 2000.

Overall, the English basic skills courses are effective in all areas explored in the study. Except for ENG 65 and ENG 80, the successful course completion rates are higher than the college average. It should be noted that very few of the students who have not successfully completed the initial class in which they were placed will take it again in a later semester and will successfully complete it. Thus, the first semester of enrollment in an English basic skill class is critical as it determines the chances of continuing in the sequence. Students who successfully complete each of the basic skills courses and enroll in the next course in the sequence will perform well. However, in terms of reaching the ENG 110 level, the results could be improved for the cohorts other than ENG 100 and ENG 103. 36% of the ENG 80 cohort enrolled in ENG 110 within three years and 28% successfully completed it. For ENG 70, the percentages are higher, 47% enrolled and 39% of the initial group successfully completed ENG 110. As expected, the ENG 60 and ENG 65 cohorts are the least likely to reach ENG 110. However, it should be noted that the numbers for these two classes were small as they are in every cohort.

The cohort's persistence at the College is better than the persistence of the entire Fall 1997 cohort. Students in all groups do "move out," albeit at different paces, from basic skills into vocational and non-vocational college courses. One aspect that might deserve further investigation and intervention is that all groups still take basic skills courses at the end of the three-year period. Given that students in these groups attempt every semester, on average, more units than the SBCC student population, it would be desirable that they completely "move out" from basic skills after two years.

The survey administered to the Spring 2000 students indicates that most of the students in all English Skills courses (below ENG 110) would like to enroll in the next English course in the sequence in the next two semesters. Although there is no guarantee that the responses of the Fall 1997 cohort to such a survey would have been similar, the responses to this survey suggest that it is not lack of desire to enroll that makes the persistence in the sequence not reach higher levels than the existing ones. One possible problem might be some degree of unfamiliarity with the required English course for the educational goal desired. Many of the students who indicated a goal of receiving an Associate degree either did not respond to the question regarding the course level needed or indicated courses below or above ENG 110. Many of the students who indicated transfer as a goal indicated ENG 111, which might not be necessary for transfer. Although the information regarding the courses needed is available in the College catalog, it seems that some students would benefit from clarification of the course requirements through other means.

Introduction

The effectiveness and cost of remedial education have been under debate for decades. While no resolution has been reached, remedial education is a critical part of the education provided by community colleges in California. Monitoring and improving its effectiveness are included in the Partnership for Excellence and the SBCC College Plan 1999-2002. SBCC has a tradition in researching and tracking its remedial/basic skills education.

This study is based to a large extent on the methodology developed previously by Gail Tennen, English Instructor, and the Institutional Research Committee. The English and English Skills departments have directly contributed to the development and administration of the survey included in the study.

Overview of the English Basic Skills Program

Students at Santa Barbara City College receive two scores when taking English placement tests – one for reading, one for writing (up to ENG 110, which is the first English course at the college level). The sequence of classes is presented in Table 1. ENG 110 is required for the Associate degree. ENG 100 and ENG 70 are required for many vocational certificates. ENG 103 is an elective course. Students who place below ENG 110 often take two classes in a semester (one reading, one writing).

Table 1. Sequence of SBCC Basic Skills English Courses

Reading	Writing	Approximate Grade Level
ENG 60	ENG 65	Below 7th grade
ENG 70	ENG 80	7th to 9th grade
ENG 103	ENG 100	10th to 12th grade
ENG 110		College Level

Purpose of the Study

Basic skills education serves two major goals at Santa Barbara City College:

- to help students develop their literacy skills so they can function well in both private and public lives;
- to prepare students for vocational and college level courses.

The study has two major purposes. The first is to explore the effectiveness of the basic skills English courses in terms of achieving their second goal. The study explores the following aspects:

1. Students' successful completion of basic skills classes;
2. Students' progress in enrolling and completing English 110 – the first English course at the college level;
3. Students' persistence and success in subsequent classes in the sequence;

4. Students' persistence at the college;
5. Students' movement out of basic skills courses based on an analysis of their units attempted and units completed each semester within a three-year period.

The second purpose is to begin to understand the intentions of students enrolled in English basic skills courses in terms of continuing in the English sequence, highest English course they would like to complete at the college and their educational goals. In order to address this second purpose, a survey was administered, in class, by the respective instructors, during the second week of May 2000 to all students enrolled as of May 3, 2000 in ENG 60 through ENG 110. The questionnaire is available in Appendix 1.

Methodology

The cohort consisted of the students new to the college (freshmen or new transfers) who took the placement test for Fall 1997 and enrolled in at least one English Skills course in Fall 1997. The cohort was distributed as follows:

Table 2. Distribution by Course of the Study Cohort

Reading Courses	**N**
ENG 60	32
ENG 70	313
ENG 103 (elective)	97
Writing Courses	**N**
ENG 65	13
ENG 80	169
ENG 100	647
ENG 110 (college level)	474

Note: Students enrolled in courses below English 110 are frequently enrolled in both a reading and a writing class

The cohort was followed for a three-year period (Fall 1997-Spring 2000) through the English sequence and the rest of the college curriculum.

As mentioned above, a survey was administered to all Spring 2000 students enrolled in English basic skills courses – ENG 60 through ENG 110 (actively enrolled as of May 3, 2000). 1,993 surveys were distributed and 1,350 returned completed, giving an overall response rate of 68%. The only two courses that did not return the surveys were ENG 60 and ENG 65. Overall and for each of the other courses the response rates were high, thus permitting the generalization of the responses to the survey population. The results of the survey are presented in the section "Spring 2000 Survey of Students Enrolled in English Basic Skills Courses and ENG 110."

Table 3. Spring 2000 Survey Population and Respondents

Course	Total surveys	Responses	% Response
ENG 60	16	0	0%
ENG 65	16	0	0%
ENG 70	224	139	62%
ENG 80	243	152	63%
ENG 100	469	327	70%
ENG 103	173	116	67%
ENG 110	852	616	72%
All	1993	1350	68%

Results

Cohort Success in English Skills Courses

Except for ENG 65 and ENG 80, the Fall 1997 successful completion rates for all other basic skills English courses are higher than the college average of 70% (see Table 4). Except for ENG 80, the success rates over the entire three year period are only slightly higher than the Fall 1997 ones. This indicates that students who have not successfully completed the respective courses in which they were placed during the first semester of enrollment, generally, would not try them again.

Table 4. Fall 1997 Cohort Success Rates in English Skills Courses

Reading Courses	**% Successful Grades in Fall 1997**	**% Successful Grades over Three Years (Fall 1997 through Summer 2000)**
ENG 60 (N=32)	75% (N=24)	75% (N=24)
ENG 70 (N=313)	73% (N=230)	77% (N=240)
ENG 103 (elective) (N=97)	78% (N=76)	80% (N=78)
Writing Courses		
ENG 65 (N=13)	54% (N=7)	54% (N=7)
ENG 80 (N=169)	66% (N=111)	72% (N=122)
ENG 100 (N=647)	74% (N=481)	79% (N=514)
ENG 110 (college level) (N=474)	75% (N=354)	81% (N=382)
College Wide	70%	

Cohort Enrollment and Success in Subsequent Courses in the Sequence Over a Three-Year Period

One of the aspects that preoccupies the College is the persistence to and successful completion of ENG 110 - college level course - by as many of the English basic skills students as possible. As expected the lower the initial placement, the lower the percentage of the respective groups enrolling in ENG 110 between Spring 1998-Summer 2000. 69% of those initially placed in ENG 100 enrolled in ENG 110 within the period. The ENG 103 cohort follows with 56% of the

students enrolling in ENG 110. For the other courses, the percentages are lower (see Table 5). Once enrolled in ENG 110, students from all groups successfully complete ENG 110 (again over a three year period) at very high rates. Thus, it appears safe to state that the aspect that could be improved is persistence in the sequence through ENG 110 rather than performance in ENG 110 of those who reach that level.

For the students in the writing sequence, 46% of the students initially placed in ENG 80 subsequently enrolled in ENG 100 and 36% of initial cohort successfully completed it. Once enrolled in ENG 100, ENG 80 students completed it with a successful rate very similar to that of the students who were placed directly into ENG 100 – 78% compared to 79%.

Table 6 provides a more detailed look at the persistence and success of the Fall 1997 cohort in the sequence.

Table 5. Fall 1997 Cohort Enrollment and Success Rates in ENG 100, ENG 103, and ENG 110 between Spring 1998 and Summer 2000

Initial Level	Enrolled in ENG 110	Completed Successfully ENG 110 (% of the initial cohort)	Completed Successfully ENG 110 (% of the initial cohort **enrolled** in ENG 110)
ENG 110 (college level)(N=474)		81% (N=382*)	81%
ENG 100 (N=647)	69% (N=448)	57% (N=370)	83%
ENG 103 (elective) (N=97)	56% (N=54)	45% (N=44)	81%
ENG 80 (N=169)	36% (N=61)	28% (N=47)	77%
ENG 65 (N=13)	8% (N=1)	8% (N=1)	100%
ENG 70 (N=313)	47% (N=147)	39% (N=122)	83%
ENG 60 (N=32)	34% (N=11)	28% (N=9)	82%
Initial Level	Enrolled in ENG 100	Completed Successfully ENG 100 (% of the initial cohort)	Completed Successfully ENG 100 (% of the initial cohort **enrolled** in ENG 100)
ENG 65 (N=13)	23% (N=3)	15% (N=2)	67%
ENG 80 (N=169)	46% (N=78)	36% (N=61)	78%
ENG 100 (N=647)		79% (N=514*)	79%
Initial Level	Enrolled in ENG 103	Completed Successfully ENG 103 (% of the initial cohort)	Completed Successfully ENG 110 (% of the initial cohort **enrolled** in ENG 103)
ENG 103 (elective) (N=97)		80% (N=78*)	80%
ENG 70 (N=313)	23% (N=71)	16% (N=50)	70%
ENG 60 (N=32)	22% (N=7)	19% (N=6)	86%

* Includes successful completion over the three-year period

Table 6. Fall 1997 Cohort Enrollment and Success Rates in Subsequent Courses in the Sequence between Spring 1998 and Summer 2000

Sequence	ENG 60	ENG 70	ENG 100	ENG 103 (elective)	ENG 110
Initial Level					
Reading					
Persistence (% Enrollment in Subsequent Courses in the Sequence)					
ENG 60 (N=32)	-	53%	50%	22%	34%
ENG 70 (N=313)	-	-	34%*	23%	47%
ENG 103 (N=97)	-	-	15%*	-	56%
Success (% Successful Completion of Subsequent Courses in the Sequence)	**ENG 60**	**ENG 70**	**ENG 100**	**ENG 103 (elective)**	**ENG 110**
ENG 60 (N=32)	75%	41%	45%	19%	28%
ENG 70 (N=313)	-	77%	25%*	16%	39%
ENG 103 (N=97)	-	-	12%*	80%	45%
Sequence	**ENG 65**	**ENG 80**	**ENG 100**	**ENG 110**	**ENG 111**
Initial Level					
Writing					
Persistence (% Enrollment in Subsequent Courses in the Sequence)					
ENG 65 (N=13)	-	31%	23%	8%	0%
ENG 80 (N=169)	-	-	46%	36%	18%
ENG 100 (N=647)	-	-	-	69%	40%
ENG 110 (N=474)	-	-	-	-	59%
Success (% Successful Completion of Subsequent Courses in the Sequence)					
ENG 65 (N=13)	54%	23%	15%	8%	0%
ENG 80 (N=169)	-	72%	36%	28%	15%
ENG 100 (N=647)	-	-	79%	57%	36%
ENG 110 (N=474)	-	-	-	81%	56%

*** Percentages for ENG 100 may be low because some students take ENG 100 prior to or concurrent with a reading class.**

Persistence at the College

Except for ENG 60 and ENG 65, the persistence at the College of the students initially placed in the basic skills courses is higher than the persistence of the entire Fall 1997 cohort of freshmen and new transfers. Generally, the higher the level of the initial placement, the better the persistence (see Table 7).

Table 7. Persistence at the College of the Study Cohort

Cohort	Sp 98	Fall 98	Sp 99	Fall 99	Sp 00
All Fall 1997 freshmen and new transfers	68%	48%	42%	28%	22%
Reading Courses					
ENG 60 (N=32)	72%	44%	47%*	44%	31%
ENG 70 (N=313)	78%	61%	53%	38%	30%
ENG 103 (elective) (N=97)	76%	58%	58%	45%	35%
Writing Courses					
ENG 65 (N=13)	62%	31%	23%	31%*	23%
ENG 80 (N=169)	72%	55%	49%	36%	30%
ENG 100 (N=647)	82%	63%	54%	41%	31%
ENG 110 (college level) (N=474)	87%	65%	62%	38%	30%

* One student returned in Fall 99 after stopping out in Spring 99.

Transition from Basic Skills into Vocational and Other College Level Courses

One of the important aspects is the transition from basic skills courses (for the purpose of this section, all basic skills courses are included – ESL, English and Math) into other courses offered at the College. To the extent to which such transition occurs, the basic skills classes have achieved one of their goals of preparing students for the College level curriculum. Except for the ENG 60 cohort and, to a lesser degree, the ENG 80 cohort, the other groups begin to reduce significantly the percentage of basic skills units attempted and completed each semester starting with the second semester of enrollment included in the analysis – Spring 98. Students from the former two groups begin to depart from the predominant remedial load starting with Fall 98. However, by the end of the three-year period all groups still maintain some course load at the remedial level (see Table 7).

In terms of average units attempted and units completed every semester, students in the cohort (except for some semesters for the ENG 60 and ENG 65 cohorts) attempt and complete on average more units than the respective averages for the entire SBCC population. As expected, students initially placed in ENG 60 and ENG 65 attempt and complete less units than the students in the other groups. The ENG 110 group reaches the highest averages for both attempted and completed units. Interestingly, none of the groups carries a significant portion of their course load in vocational units. The ENG 70 and ENG 80 cohorts and, to a lesser degree, the ENG 103 cohort reach a level of slightly over 25% of the units attempted in vocational courses during the last two or three semesters of the period.

Table 7. Distribution of the Study Cohort's Units Attempted and Units Completed by Type of Course: Basic Skills, Vocational and Other College Level Courses

	Fall 97	Sp 98	Fall 98	Sp 99	Fall 99	Sp 00
READING						
ENG 60 (N=32)						
Basic Skills Courses (ESL, English and/or Math)						
% of Semester Units Attempted	76%	70%	28%	42%	23%	11%
% of Semester Units Completed	77%	68%	30%	35%	12%	7%
Average Semester Units Attempted	7.7	7.1	4.4	5.2	4.3	3.0
Average Semester Units Completed	5.1	4.7	3.1	2.4	1.5	1.3
Voc Ed Courses						
% of Semester Units Attempted	5%	7%	25%	16%	28%	14%
% of Semester Units Completed	7%	10%	24%	27%	33%	22%
Average Semester Units Attempted	3.2	3.9	5.1	5.3	6.0	4.0
Average Semester Units Completed	3.0	3.9	3.2	4.7	4.5	4.0
Other College Level Courses						
% of Semester Units Attempted	18%	23%	47%	41%	49%	75%
% of Semester Units Completed	16%	22%	45%	38%	55%	71%
Average Semester Units Attempted	2.7	4.2	5.2	6.7	6.1	6.3
Average Semester Units Completed	1.7	2.7	3.2	3.4	4.5	3.9
All Courses						
Average Semester Units Attempted	10.1	10.1	10.2	10.8	10.6	8.4
Average Semester Units Completed	6.7	6.9	6.6	5.9	7.0	5.4
ENG 70 (N=313)						
Basic Skills Courses						
% of Semester Units Attempted	66%	31%	16%	10%	8%	6%
% of Semester Units Completed	66%	28%	13%	7%	7%	5%
Average Semester Units Attempted	7.6	4 9	4.1	4.0	4.3	3.9
Average Semester Units Completed	5.8	3.2	4.0	2.4	2.6	2.7
Voc Ed Courses						
% of Semester Units Attempted	4%	10%	16%	20%	21%	23%
% of Semester Units Completed	4%	11%	18%	22%	22%	23%
Average Semester Units Attempted	2.9	4.9	4.8	5.1	5.9	5.2
Average Semester Units Completed	2.1	3.8	4.0	4.7	4.8	4.1
Other College Level Courses						
% of Semester Units Attempted	30%	59%	68%	70%	70%	71%
% of Semester Units Completed	30%	61%	69%	70%	71%	72%
Average Semester Units Attempted	4.8	8.3	9.1	9.7	9.2	8.6
Average Semester Units Completed	3.7	6.2	7.0	7.8	7.2	6.6
All Courses						
Average Semester Units Attempted	11.6	12.3	12.2	12.4	11.5	10.1
Average Semester Units Completed	8.7	8.8	9.2	10.0	8.9	8.0

ENG 103 (N=97)	Fall 97	Sp 98	Fall 98	Sp 99	Fall 99	Sp 00
Basic Skills Courses						
% of Semester Units Attempted	59%	17%	12%	8%	6%	8%
% of Semester Units Completed	61%	16%	9%	7%	4%	2%
Average Semester Units Attempted	7.1	4.0	3.8	3.6	3.7	3.4
Average Semester Units Completed	5.4	2.6	2.1	2.2	1.9	0.6
Voc Ed Courses						
% of Semester Units Attempted	4%	8%	11%	16%	25%	20%
% of Semester Units Completed	4%	7%	9%	15%	29%	25%
Average Semester Units Attempted	3.1	3.7	5.3	4.9	6.2	5.6
Average Semester Units Completed	2.2	2.3	3.6	3.6	5.7	4.8
Other College Level Courses						
% of Semester Units Attempted	37%	75%	78%	75%	69%	72%
% of Semester Units Completed	35%	77%	82%	78%	66%	73%
Average Semester Units Attempted	5.5	9.2	10.0	9.1	8.9	8.6
Average Semester Units Completed	3.8	7.0	7.9	7.4	6.8	6.1
All Courses						
Average Semester Units Attempted	12.0	12.2	12.7	11.3	11.8	11.3
Average Semester Units Completed	8.8	8.9	9.5	8.9	9.3	7.9
WRITING						
ENG 65 (N=13)						
Basic Skills Courses						
% of Semester Units Attempted	79%	64%	23%	41%	32%	33%
% of Semester Units Completed	68%	58%	42%	26%	25%	33%
Average Semester Units Attempted	7.8	10.9	5.0	3.7	4.0	2.3
Average Semester Units Completed	3.2	5.4	3.5	1.0	2.5	1.3
Voc Ed Courses						
% of Semester Units Attempted	0%	6%	47%	22%	40%	0%
% of Semester Units Completed	0%	11%	21%	5%	50%	0%
Average Semester Units Attempted	0	2.3	8.5	6.0	5.0	0
Average Semester Units Completed	0	2.3	1.2	6.0	5.0	0
Other College Level Courses						
% of Semester Units Attempted	21%	30%	25%	36%	28%	67%
% of Semester Units Completed	32%	31%	36%	23%	25%	67%
Average Semester Units Attempted	2.7	6.0	4.5	4.9	3.5	14.0*
Average Semester Units Completed	1.9	3.3	3.0	1.2	2.5	8.0*
			*only one student took courses in this area			
All Courses						
Average Semester Units Attempted	9.9	13.2	9.0	8.9	6.3	7.0
Average Semester Units Completed	4.6	7.2	4.2	3.9	5.0	4.0

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ENG 80 (N=169)	Fall 97	Sp 98	Fall 98	Sp 99	Fall 99	Sp 00
Basic Skills Courses						
% of Semester Units Attempted	64%	42%	20%	15%	10%	8%
% of Semester Units Completed	62%	39%	19%	9%	7%	6%
Average Semester Units Attempted	6.8	5.8	4.5	4.1	4.3	4.0
Average Semester Units Completed	4.9	4.0	3.2	1.9	2.5	2.3
Voc Ed Courses						
% of Semester Units Attempted	4%	11%	17%	22%	27%	27%
% of Semester Units Completed	4%	12%	18%	27%	29%	28%
Average Semester Units Attempted	3.5	4.7	4.7	5.1	5.9	5.7
Average Semester Units Completed	2.4	3.9	3.6	4.8	5.0	4.5
Other College Level Courses						
% of Semester Units Attempted	32%	47%	63%	63%	63%	66%
% of Semester Units Completed	34%	49%	62%	64%	64%	66%
Average Semester Units Attempted	5.0	6.7	7.6	8.8	7.8	7.0
Average Semester Units Completed	3.8	5.1	5.6	6.4	6.1	5.2
All Courses						
Average Semester Units Attempted	10.8	11.6	11.3	11.6	11.0	9.4
Average Semester Units Completed	7.8	8.6	8.4	8.5	8.5	7.0
ENG 100 (N=647)						
Basic Skills Courses						
% of Semester Units Attempted	47%	15%	10%	6%	6%	3%
% of Semester Units Completed	47%	13%	6%	5%	4%	2%
Average Semester Units Attempted	5.7	4.1	3.9	4.0	4.0	3.7
Average Semester Units Completed	4.2	2.7	3.7	2.8	2.3	1.7
Voc Ed Courses						
% of Semester Units Attempted	5%	7%	12%	14%	17%	16%
% of Semester Units Completed	5%	7%	12%	14%	18%	18%
Average Semester Units Attempted	3.5	4.4	4.7	4.4	5.1	4.7
Average Semester Units Completed	2.4	3.2	3.7	3.8	4.1	4.1
Other College Level Courses						
% of Semester Units Attempted	47%	78%	77%	80%	78%	81%
% of Semester Units Completed	47%	80%	81%	81%	78%	81%
Average Semester Units Attempted	6.4	10.5	10.3	10.7	9.8	9.8
Average Semester Units Completed	4.9	8.0	8.3	9.0	7.7	7.7
All Courses						
Average Semester Units Attempted	12.0	13.1	12.4	12.8	11.7	11.3
Average Semester Units Completed	9.0	9.8	9.7	10.7	9.1	8.9
SBCC All Students All Courses						
Average Semester Units Attempted	9.0	8.8	9.1	8.6	8.7	8.3
Average Semester Units Completed	6.7	6.6	6.8	6.3	6.1	6.1

Spring 2000 Survey of Students Enrolled in English Basic Skills Courses and ENG 110

The main purpose of the survey conducted in May 2000 was to determine whether or not students plan to continue enrollment in the Reading and Writing sequences. The survey also intended to explore the current goals of the students, the match between the declared goal(s) and the highest English course students thought they needed to achieve the stated goal(s). The survey also sought to determine the reasons for not enrolling in another English course in the next Summer and Fall.

The survey asked what was the current goal(s) of the students (a list of choices was provided. Students could choose more than goal). 71% of the respondents indicated that they would like to transfer, 36% indicated that they would like to obtain a degree, 27% cited improvement of English Skills and 14% noted improvement of job skills. Only 9% reported that they would like to obtain a vocational certificate (see Table 9). As expected, students in the lower level courses such as ENG 70 and ENG 80 indicated improvement of English Skills more frequently (see Table 10).

Table 9. Goal for Attending SBCC: Overall

Goal*	#	%
Associate Degree	489	36%
Vocational Certificate	128	9%
Transfer to a 4-Year School	957	71%
Improve English Skills	370	27%
Improve Job Skills	189	14%
Other	102	8%
# of Respondents	1350	

* Respondents could select more than one goal

Table 10. Goal for Attending SBCC: By Course

ENG 70

Goal	#	%
Associate Degree	59	42%
Vocational Certificate	29	21%
Transfer to a 4-Year School	69	50%
Improve English Skills	67	48%
Improve Job Skills	28	20%
Other	11	8%
# of Respondents	139	

ENG 80

Goal	#	%
Associate Degree	57	38%
Vocational Certificate	28	18%
Transfer to a 4-Year School	80	53%
Improve English Skills	74	49%
Improve Job Skills	36	24%
Other	8	5%
# of Respondents	152	

ENG 100

Goal	#	%
Associate Degree	125	38%
Vocational Certificate	27	8%
Transfer to a 4-Year School	231	71%
Improve English Skills	92	28%
Improve Job Skills	46	14%
Other	23	7%
# of Respondents	327	

ENG 103

Goal	#	%
Associate Degree	46	40%
Vocational Certificate	19	16%
Transfer to a 4-Year School	69	59%
Improve English Skills	40	34%
Improve Job Skills	16	14%
Other	7	6%
# of Respondents	116	

ENG 110

Goal	#	%
Associate Degree	202	33%
Vocational Certificate	25	4%
Transfer to a 4-Year School	508	82%
Improve English Skills	97	16%
Improve Job Skills	63	10%
Other	53	9%
# of Respondents	616	

At the first glance, responses provided to the question regarding the highest level of English course needed to achieve the stated goal indicate that the majority of the students are well informed of the requirements of the college (see Tables 11 and 12). Overall, 64% of the students indicated ENG 110 and 52% indicated ENG 111 (students could indicate more than one course). However, those whose goal is obtaining an Associate Degree appear either ill informed or did not provide an answer (see Table 13). It is unclear whether they did not respond because they did not know the answer or because they preferred so.

Table 11. Highest Level ENG Course Needed for Goal: Overall

Course*	#	%	Course	#	%
ENG 70	2	0.1%	ENG 120	4	0.3%
ENG 80	6	0.4%	ENG 173	1	0.1%
ENG 100	34	2.5%	ENG 220	1	0.1%
ENG 103	39	2.9%	No Goal	1	0.1%
ENG 110	870	64.4%	Not Needed	2	0.1%
ENG 111	708	52.4%	Not Sure	109	8.1%
ENG 115	1	0.1%	No Response	108	8.0%
Total Respondents	1350				

* Respondents could select more than one course

Table 12. Highest Level ENG Course Needed for Goal: By Course

ENG 70

Course	#	%
ENG 70	2	1%
ENG 80	2	1%
ENG 100	9	6%
ENG 103	18	13%
ENG 110	60	43%
ENG 111	37	27%
Not Sure	10	7%
No Response	17	12%
Total Respondents	139	

ENG 80

Course	#	%
ENG 70	1	1%
ENG 80	3	2%
ENG 100	8	5%
ENG 103	15	10%
ENG 110	63	41%
ENG 111	58	38%
ENG 115	1	1%
ENG 120	1	1%
ENG 220	1	1%
Not Sure	9	6%
No Response	8	5%
Total Respondents	152	

ENG 100

Course	#	%
ENG 80	1	0.3%
ENG 100	11	3.4%
ENG 103	2	0.6%
ENG 110	94	28.7%
ENG 111	159	48.6%
ENG 120	3	0.9%
No Goal	1	0.3%
Not Sure	24	7.3%
No Response	34	10.4%
Total Respondents	327	

ENG 103

Course	#	%
ENG 103	2	2%
ENG 100	6	5%
ENG 110	50	43%
ENG 111	42	[illegible]
Not Sure	9	[illegible]
No Response	9	8%
Total Respondents	116	

ENG 110

Course	#	%
ENG 103	1	0.16%
ENG 110	103	16.72%
ENG 111	412	66.88%
ENG 173	1	0.16%
Not Needed	2	0.32%
Not Sure	57	9.25%
No Response	40	6.49%
Total Respondents	616	

Table 13. Educational Goal on Survey vs. Highest ENG Course Needed to Achieve Goal*

	Goal on Survey											
Course Needed	Associate Degree		Vocational Certificate		Transfer to 4-Year School		Improve English Skills		Improve Job Skills		Other	
ENG 70	1	2%					3	1%				
ENG 80			1	1%	1	0.1%	5	1%	1	1%		
ENG 100	3	5%	15	11%	9	0.9%	15	4%	6	3%	5	5%
ENG 103	13	21%	12	9%	11	1.1%	22	6%	15	8%	4	4%
ENG 110	6	10%	55	41%	186	19.4%	121	31%	67	34%	20	20%
ENG 111	5	8%	30	23%	614	63.9%	157	41%	82	41%	32	32%
ENG 115					1	0.1%						
ENG 120					2	0.2%			1	1%	1	1%
ENG 173					1	0.1%	1	0.3%				
ENG 220					1	0.1%						
Not Needed					1	0.1%						
Not Sure			9	7%	82	8.5%	23	6%	11	6%	15	15%
No Response	33	54%	11	8%	52	5.4%	39	10%	15	8%	23	23%
Total Respondents	61		133		961		386		198		100	

*Respondent could select more than one goal and/or more than one course

Students were asked if they planned to enroll in another English course in Summer/Fall 2000 had they successfully completed the current course. Overall, 77% of the respondents indicated such intention (see Table 14). The percentages were even higher for all courses except for ENG 110. However, 68% of the ENG 110 respondents also indicated the intention to enroll in English again (see Table 15).

Table 14. Plan to Enroll in Summer/Fall 2000: Overall

	#	%
Yes	1042	77%
No	289	21%
No Response	17	1%
Total Respondents	1348	100%

Table 15. Plan to Enroll in Summer/Fall 2000: By Course

ENG 70	#	%
Yes	118	86%
No	19	14%
No Response	1	1%
Total Respondents	138	100%

ENG 80	#	%
Yes	129	85%
No	20	13%
No Response	2	1%
Total Respondents	151	100%

ENG 100	#	%
Yes	272	83%
No	53	16%
No Response	2	1%
Total Respondents	327	100%

ENG 103	#	%
Yes	103	89%
No	12	10%
No Response	1	1%
Total Respondents	116	100%

ENG 110	#	%
Yes	420	68%
No	185	30%
No Response	11	2%
Total Respondents	327	100%

Those that indicate no intention to enroll in another English course in Summer/Fall 2000 were split between considering to take such a course in the future (22%), attending another college (17%), moving from Santa Barbara (13%), and not attending the next semester (11%). Other reasons received less than 10% of the responses (see Table 16).

Table 16. Reason for Not Taking Another ENG Course in Summer/Fall 2000: Overall

Reason	#	%
Will Take Another ENG Course in Future	116	22%
Will Attend Another College	87	17%
Will Move from Santa Barbara	70	13%
Will Not Attend Next Semester	59	11%
This ENG Course Sufficient for Educational Goal	46	9%
Other	33	6%
Undecided about Need to Take Another ENG Course	28	5%
Do Not Need Another ENG Course to Be Successful in Other Courses	23	4%
Need to Consult an Instructor/Counselor	22	4%
In Vocational Program That Doesn't Require Additional ENG	20	4%
Just Wanted to Take This Course	8	2%
Do Not Need Another ENG Course	5	1%
Do Not Feel Prepared to Take Another ENG Course	5	1%

Table 17. Reason for Not Taking Another ENG Course in Summer/Fall 2000: By Course

ENG 70

Reason	#	%
Will Take Another ENG Course in Future	12	40%
Will Attend Another College	5	17%
Will Move from Santa Barbara	3	10%
This ENG Course Sufficient for Educational Goal	2	7%
Undecided about Need to Take Another ENG Course	2	7%
Will Not Attend Next Semester	2	7%
In Vocational Program That Doesn't Require Additional ENG	1	3%
Just Wanted to Take This Course	1	3%
Do Not Need Another ENG Course to Be Successful in Other Courses	1	3%
Need to Consult an Instructor/Counselor	1	3%

ENG 80

Reason	#	%
Will Take Another ENG Course in Future	9	26%
Will Move from Santa Barbara	9	26%
Will Attend Another College	8	24%
Will Not Attend Next Semester	3	9%
Need to Consult an Instructor/Counselor	2	6%
This ENG Course Sufficient for Educational Goal	1	3%
Do Not Need Another ENG Course to Be Successful in Other Courses	1	3%
Other	1	3%

ENG 100

Reason	#	%
Will Take Another ENG Course in Future	26	28%
Will Not Attend Next Semester	19	20%
Will Attend Another College	15	16%
Will Move from Santa Barbara	12	13%
Undecided about Need to Take Another ENG Course	5	5%
Other	4	4%
In Vocational Program That Doesn't Require Additional ENG	3	3%
Just Wanted to Take This Course	3	3%
Do Not Feel Prepared to Take Another ENG Course	2	2%
Need to Consult an Instructor/Counselor	2	2%
Do Not Need Another ENG Course	1	1%
This ENG Course Sufficient for Educational Goal	1	1%

ENG 103

Reason	#	%
Will Attend Another College	5	21%
Will Move from Santa Barbara	4	17%
Other	4	17%
Will Take Another ENG Course in Future	3	13%
Will Not Attend Next Semester	3	13%
This ENG Course Sufficient for Educational Goal	2	8%
Do Not Need Another ENG Course	1	4%
Do Not Feel Prepared to Take Another ENG Course	1	4%
Undecided about Need to Take Another ENG Course	1	4%

ENG 110

Reason	#	%
Will Take Another ENG Course in Future	66	19%
Will Attend Another College	54	16%
Will Move from Santa Barbara	42	12%
This ENG Course Sufficient for Educational Goal	40	12%
Will Not Attend Next Semester	32	9%
Other	24	7%
Do Not Need Another ENG Course to Be Successful in Other Courses	21	6%
Undecided about Need to Take Another ENG Course	20	6%
Need to Consult an Instructor/Counselor	17	5%
In Vocational Program That Doesn't Require Additional ENG	16	5%
Just Wanted to Take This Course	4	1%
Do Not Need Another ENG Course	3	1%
Do Not Feel Prepared to Take Another ENG Course	2	1%

In terms of actual enrollment in any course at the college, 70% of the survey population enrolled in at least one course (not necessarily English) in Fall 2000. Within each group by Spring 2000 course, at least 67% enrolled in some course at SBCC in Fall 2000 (see Tables 20 and 21). However, the actual enrollment in English courses in Summer/Fall 2000 was lower than expected based on the survey responses. Overall, only 49% of the survey population enrolled in an English course either in Summer or Fall 2000. The percentages were higher for those enrolled in lower level English courses in Spring 2000, the lowest percentage was for those who were enrolled in ENG 110 in Spring 2000 – 42%. However, considering that ENG 110 is the required course for the associate degree, taking a higher English course is at the student's discretion.

Table 18. Actual Enrollment at SBCC of Survey Population in Summer 2000: Overall

	#	%
Yes	553	28%
No	1440	72%
Total	1993	100%

Table 19. Actual Enrollment at SBCC of Survey Population in Summer 2000: By Course

ENG 60	#	%
Yes	5	31%
No	11	69%
Total	16	100%

ENG 65	#	%
Yes	7	44%
No	9	56%
Total	16	100%

ENG 70	#	%
Yes	65	29%
No	159	71%
Total	224	100%

ENG 80	#	%
Yes	65	27%
No	178	73%
Total	243	100%

ENG 100	#	%
Yes	138	29%
No	331	71%
Total	469	100%

ENG 103	#	%
Yes	49	28%
No	124	72%
Total	173	100%

ENG 110	#	%
Yes	224	26%
No	628	74%
Total	852	100%

Table 20. Actual Enrollment of Survey Population at SBCC in Fall 2000: Overall

	#	%
Yes	1390	70%
No	603	30%
Total	1993	100%

Table 21. Actual Enrollment of Survey Population at SBCC in Fall 2000: By Course

ENG 60	#	%
Yes	11	69%
No	5	31%
Total	16	100%

ENG 65	#	%
Yes	11	69%
No	5	31%
Total	16	100%

ENG 70	#	%
Yes	156	70%
No	68	30%
Total	224	100%

ENG 80	#	%
Yes	164	67%
No	79	33%
Total	243	100%

ENG 100	#	%
Yes	320	68%
No	149	32%
Total	469	100%

ENG 103	#	%
Yes	121	70%
No	52	30%
Total	173	100%

ENG 110	#	%
Yes	607	71%
No	245	29%
Total	852	100%

Table 22. Actual Enrollment of Survey Population in ENG Courses in Summer/Fall 2000: Overall

	#	%
Yes	972	49%
No	1021	51%
Total	1993	100%

Table 23. Actual Enrollment of Survey Population in ENG Courses in Summer/Fall 2000: By Course

ENG 60	#	%
Yes	10	63%
No	6	38%
Total	16	100%

ENG 65	#	%
Yes	9	56%
No	7	44%
Total	16	100%

ENG 70	#	%
Yes	129	58%
No	95	42%
Total	224	100%

ENG 80	#	%
Yes	133	55%
No	110	45%
Total	243	100%

ENG 100	#	%
Yes	237	51%
No	232	49%
Total	469	100%

ENG 103	#	%
Yes	97	56%
No	76	44%
Total	173	100%

ENG 110	#	%
Yes	357	42%
No	495	58%
Total	852	100%

Table 24. Actual Enrollment of Survey Population in Higher ENG Course in Summer/Fall 2000: Overall

	#	%
Yes	814	41%
No	1179	59%
Total	1993	100%

Table 25. Actual Enrollment of Survey Population in Higher ENG Course in Summer/Fall 2000: By Course

ENG 60	#	%
Yes	7	44%
No	9	56%
Total	16	100%

ENG 65	#	%
Yes	9	56%
No	7	44%
Total	16	100%

ENG 70	#	%
Yes	122	54%
No	102	46%
Total	224	100%

ENG 80	#	%
Yes	114	47%
No	129	53%
Total	243	100%

ENG 100	#	%
Yes	199	42%
No	270	58%
Total	469	100%

ENG 103	#	%
Yes	58	34%
No	115	66%
Total	173	100%

ENG 110	#	%
Yes	305	36%
No	547	64%
Total	852	100%

Conclusions and Implications

Overall, the English basic skills courses are effective in all areas explored in the study. The successful course completion rates are higher than the college average. However, it should be noted that very few of the students who have not successfully completed the initial class in which they were placed will take it again in a later semester and will successfully complete it. Thus, the first semester of enrollment in an English basic skill class is critical as it determines the chances of continuing in the sequence. Students who successfully complete each of the basic skills courses and enroll in the next course in the sequence will perform well. However, in terms of reaching the ENG 110 level, the results could be improved for the cohorts other than ENG 100 and ENG 103. 36% of the ENG 80 cohort enrolled in ENG 110 within three years and 28% successfully completed ENG 110. For ENG 70, the percentages are higher 47% enroll and 39% of the initial group successfully complete ENG 110. As expected, the ENG 60 and ENG 65 cohorts are the least likely to reach ENG 110. However, it should be noted that the numbers for these two classes were small as they are in every cohort.

The persistence at the College is better than the persistence of the entire Fall 1997 cohort. Students in all groups do "move out," albeit at different paces, from basic skills into other college level courses. One aspect that might deserve further investigation and intervention is that all groups still take basic skills courses at the end of the three-year period. Given that students in these groups attempt every semester, on average, more units than the SBCC student population, it would be desirable that they completely "move out" from basic skills after two years.

The survey administered to the Spring 2000 students indicates that most of the students in all English Skills courses (below ENG 110) would like to enroll in the next English course in the sequence in the next two semesters. Although there is no guarantee that the responses of the Fall 1997 cohort to such a survey would have been similar, the responses to this survey suggest that it is not lack of desire to enroll that makes the persistence in the sequence not reach higher levels than the existing ones. One possible problem might be some degree of unfamiliarity with the required English course for the educational goal desired. Many of the students who indicated a goal of receiving an Associate degree either did not respond to the question regarding the course level needed or indicated courses below or above ENG 110. Many of the students who indicated transfer as a goal indicated ENG 111, which might not be absolutely necessary for transfer. Although the information regarding the courses needed is available in the College catalog, it seems that some students would benefit from clarification of the course requirements through other means.

Appendix 1

Survey of Interest in Continuing Enrollment in English Courses in Summer/Fall 2000

Student Name:
Course/Section:

1. What are your goals for attending SBCC? (please check all that apply)

____ To obtain an Associate Degree
____ To obtain a Vocational Certificate
____ To transfer to a four-year college or university
____ To improve my English skills
____ To improve my job skills
____ Other (please specify) _____

2. What is the highest English level needed to achieve your goals for attending the college? Please write the course number(s), if the course is listed in the table below or specify the English level, if the course is not listed.

_____

3. If you successfully completed the current English course, do you plan to enroll in another English course in **Summer/Fall 2000**:

____ Yes ____ No

If **Yes**, in which course(s) do you plan to enroll (please **circle** those that apply below):

Reading	Writing
ENG 60	ENG 65
ENG 70	ENG 80
ENG 103	ENG 100
	ENG 110
	ENG 111

____ Other (please specify) _____

If **No**, why (please **check** all choices listed below that apply to you):

____ I will take another English course in a future semester
____ I will attend another college
____ I plan to move from Santa Barbara
____ I do not need another English course because:
  ____ I am in a vocational program that does not require additional English courses
  ____ I just wanted to take this course
  ____ This course is sufficient to achieve my educational goal
  ____ I do not need another course to be successful in the courses in which I am interested
____ I do not feel prepared enough to continue with another ESL/English course
____ I am undecided as to whether I need to take another course
____ I need to consult an instructor or counselor
____ I will not attend next semester
____ Other (please provide a brief explanation)

_____

Thank you for your participation!

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